



**A RESOURCE GUIDE**

**DEVELOPED AND DESIGNED  
BY SKYLAR WORTHEN**

**FOR:**

***A HISTORY OF THE  
HOLOCAUST  
A GUIDE FOR THE  
COMMUNITY COLLEGE  
STUDENT: THE SECOND  
EDITION BY WENDY ADELE-  
MARIE, PH.D.***

Dear students: this resource is designed to be an all-inclusive guide to the course and contains all of the links found within your textbook, *A History Of The Holocaust: A Guide For The Community College Student Second Edition* By Wendy Adele Marie, as well as within the four discussion units for the course and the additional readings and films, which will be updated for currency as new research emerges. I want to thank Skylar Worthen for developing and designing this project, which was not easy, given the scope and length of the guide. As of the publication date, all links have been checked for accuracy, but please reach out if you find a link down.

Wendy Adele-Marie, Ph.D.  
January 2024

## **Unit One Content: Additional Required Readings, Films, and Guides: One through Seven**

### **Unit One Discussion**

#### **Survivor and Liberator Testimonies**

[Survivor Profiles- Illinois Holocaust Museum](#)

[Video Testimonies- Yad Vashem](#)

[Audio Interviews- USHMM](#)

#### **Study Guides**

[Unit One Quiz Study Guide](#)

[Midterm Study Guide](#)

[Unit Two Quiz Study Guide](#)

[Final Exam Study Guide](#)

#### **Sources from pages 16-93 of “A History of the Holocaust A Guide for the Community College Student: The Second Edition:**

Page 32- [Genocide of European Roma](#)

Page 32- [Persecution of Disabled People](#)

Page 32- [Persecution of Polish Victims](#)

Page 32- [Persecution of Soviet Prisoners of War](#)

Page 32- [Persecution of Afro-Germans](#)

Page 32- [Persecution of Jehovah's Witnesses](#)

Page 32- [Persecution of Gay Men](#)

Page 36- [Antisemitism Video \(Echoes & Reflections\)](#)

Page 40- [Antisemitism Essay \(Echoes & Reflections\)](#)

Page 43- [Southern Poverty Law Center Website](#)

Page 43- [QAnon Movement](#)

Page 44- [Antisemitic Acts \(Anti-Defamation League\)](#)

Page 44- [Audit of Antisemitic Incidents](#)

Page 44- [Echoes & Reflections Website](#)

Page 45- [Antisemitism Essay \(Echoes & Reflections\)](#)

Page 45- [Guide to Antisemitism Myths](#)

Page 46- [Protocols of the Elders of Zion](#)

Page 47- [Pre-Holocaust Jewish Population Map](#)

Page 47- [Press During the Holocaust](#)

Page 48- [The Poisonous Mushroom](#)

Page 48- [Denial and Distortion of the Holocaust](#)

Page 49- [New Antisemitism](#)

Page 49- [Tree of Life Synagogue Shooting](#)

Page 49- [CBS Interview on Antisemitism](#)

Page 51- [Spelling of Antisemitism](#)

Page 58- ["Without Hitler, would there have been a Holocaust" Essay](#)

Page 67- [Genocide Watch](#)

Page 77- [Wannsee Conference](#)

#### **Additional Readings 1-7 Sources:**

**Readings One:**

1. [History of the Holocaust](#)
2. [The Path to Nazi Genocide](#)
3. [Antisemitism defined: Dehumanization, demonization, and stereotypes](#)

**Readings Two:**

1. [February 1920: The Nazi Party Platform](#)
- 2a. [Jewish Communities in Europe Before Nazi Rise](#)
- 2b. [Until the Last Jew, Until the Last Name](#)
- 2c. [Atrocities](#)

**Readings Three:**

1. [Adolf Hitler Biography](#)
2. [Hermann Goering Biography](#)
3. [The 25 Points 1920: An Early Nazi Program](#)
4. [Abwher](#)

**Readings Four:****RICHARD OF DEVIZES.**

IN THE YEAR OF THE LORD MCLXXXIX.

§ 3. Now in the year of our Lord's incarnation 1189, A. D. 11: Richard's coronati  
 Richard, the son of King Henry the Second by Eleanor, Henry, as King the 11., is frequently styled the Third the early Chronicle  
 brother of Henry the Third, was consecrated king of the English by Baldwin, archbishop of Canterbury, at Westminster, on the third of the nones of September (3 Sept.). On the very day of the coronation, about that solemn hour, in which the Son was immolated to the Father, a sacrifice of the Jews to their father the devil was commenced in the city of London, and so long was the duration of this famous mystery, that the holocaust could scarcely be accomplished the ensuing day. The other cities and towns of the kingdom emulated the faith of the Londoners, and with a like devotion despatched their blood-suckers with blood to hell. In Jews, so called probably from their usurious practices. this commotion there was prepared, although unequally, some evil against the wicked, everywhere throughout the realm, only Winchester alone, the people being prudent and circumspect, and the city always acting mildly, spared its vermin. It never did anything overspeedily; fearing nothing more than to repent, it considers the result of every thing before the commencement. It was unwilling, unprepared, to cast up violently through the parts the indigestion by which it was oppressed to its bodily peril, and it was careful for its bowels, in the mean time temperately concealing its

1.

**Readings Five:**

1. [German Cultural Icons and the Nazis](#)

**Readings Six:**

1. [Rise of Hitler and the National Socialist Party](#)

**Readings Seven:**

1. [Warning Signs](#)

**Discussion Unit One****\*For the following Discussion Links\***

Dear students, please note that not all of these questions will necessarily be assigned to you. The specific questions you should answer are listed in each discussion unit in D2L.

While all of these links are found within the discussion units, we also included them here for ease of use.

**Discussion Unit One:**

Link for Question five: <https://archive.org/details/chronicleofricha00rich/page/4/mode/2up>

Link for Question six: <https://sourcebooks.fordham.edu/mod/25points.asp>

Link for Question seven: <https://archive.org/details/a-history-of-the-holocaust-a-guide-for-the-community-college-student-second-edit>

Link for Question eight: <https://encyclopedia.ushmm.org/content/en/article/german-resistance-to-hitler>

## **Unit Two Content: Additional Required Readings, Films, and Guides: Eight through Eleven**

### **Sources from pages 94-382 of “A History of the Holocaust A Guide for the Community College Student: The Second Edition:**

Page 293- [Remembering Rumbala](#)

### **Additional Readings 8-11 Sources**

**Readings, films. and guides eight:**

#### 1. [Non-Jewish Victims of Persecution in Germany.](#)

Citation: Yad Vashem. "Non-Jewish Victims of Persecution in Germany." Yadvashem.org, 2021.  
<https://www.yadvashem.org/holocaust/about/nazi-germany-1933-39/non-jewish-victims.html>

#### 2. [Non-Jewish Victims of the Holocaust](#)

Citation: Jewish Virtual Library. "Non-Jewish Victims of the Holocaust." Jewishvirtuallibrary.org, 2021.  
<https://www.jewishvirtuallibrary.org/non-jewish-victims-of-the-holocaust>

#### 3. [WWII Occupation: The Nazi invasion of Alderney.](#)

Many people do not know that the Nazis invaded Alderney, and set up four concentration camps. The Germans would occupy Alderney until 16 May 1945. Alderney is one of the Channel Islands located in the English Channel, an archipelago off the French coast of Normandy. Independently governed, they are dependent territories of Great Britain with the current queen, Her Majesty Elizabeth II as their head of state.

Citation: Alderney Channel Islands. "WWII Occupation: The Nazi invasion of Alderney." 2022.  
<https://www.visitalderney.com/our-island/heritage/wwii-occupation/>

### **Readings, films. and guides nine:**

#### 1. [The Ghettos](#)

Citation:

Yad Vashem. "The Ghettos | Wwww.Yadvashem.Org." Yadvashem.org, 2000.  
<https://www.yadvashem.org/holocaust/about/ghettos.html>

Also from Yad Vashem - the three types of ghettos (original source unknown, link not extant):

"Closed ghettos (situated primarily in German-occupied Poland and the occupied Soviet Union) were closed off by walls, or by fences with barbed wire. The German authorities compelled Jews living in the surrounding areas to move into the closed ghetto, thus exacerbating the extremely crowded and unsanitary conditions. Starvation, chronic shortages, severe winter weather, inadequate and unheated housing, and the absence of adequate municipal services led to repeated outbreaks of epidemics and to a high mortality rate. Most ghettos were of this type.

Open ghettos had no walls or fences, but there were restrictions on entering and leaving. These existed in German-occupied Poland and the occupied Soviet Union, as well as in Transnistria, that province of Ukraine occupied and administrated by Romanian authorities.

Destruction ghettos were tightly sealed off and existed for between two and six weeks before the Germans and/or their collaborators deported or shot the Jewish population concentrated in them. These existed in German-occupied Soviet Union (especially in Lithuania and the Ukraine), as well as Hungary."

2. Review and discuss the [Evian Conference](#) Then, consider: A casualty of the 1938 Anschluss of Austria was the annexation of Czechoslovakia in March 1939. The Sudetenland was a border area of Czechoslovakia containing a majority ethnic German population. The leaders of Britain, France, Italy, and Germany held a conference in Munich on September 29–30, 1938 .In what became known as the Munich Pact, they agreed to the German annexation of the Sudetenland in exchange for a pledge of peace from Hitler. Czechoslovakia was later ceded to Nazi Germany. No Czechoslovak representative was invited to these discussions. Germany was now able to walk into the Sudetenland without firing a shot. A casualty of 1938 was the annexation of the country in March 1939.

Citation: Shoah Resource Center. "Evian Conference." Yadvashem.org, 2020.  
[https://www.yadvashem.org/odot\\_pdf/Microsoft%20Word%20-%206305.pdf](https://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%206305.pdf)

3. Americans and the Holocaust (multiple readings/videos, pick any one of your choice to reflect one):  
<https://www.ushmm.org/information/exhibitions/museum-exhibitions/americans-and-the-holocaust/tour>

Citation: USHMM. "Americans and the Holocaust." USHMM.org, 2021.  
<https://www.ushmm.org/information/exhibitions/museum-exhibitions/americans-and-the-holocaust/tour>

### **Readings, films, and guides ten:**

1. [Auschwitz: There is no why here](#)

Citation: Facing History. "Auschwitz: There Is No Why Here." The Holocaust: Facing History and Ourselves, 2020. [https://www.facinghistory.org/sites/default/files/hhb\\_ch7.pdf](https://www.facinghistory.org/sites/default/files/hhb_ch7.pdf)

2. [Night and Fog \(Nacht und Nebel\)](#)decree

Citation:

United States Holocaust Memorial Museum. "Night and Fog Decree." [encyclopedia.ushmm.org](https://encyclopedia.ushmm.org/), 2020.  
<https://www.ushmm.org/information/exhibitions/online-exhibitions/special-focus/nazi-persecution-of-the-disabled>

3. [Nazi persecution of the disabled](#) **\*\*caution\*\*** [graphic material](#) The Nazis established the T4 program, which was the Euthanasia program against the disabled. It is now believed that over 300,000 were murdered by the Nazis under this program. Hitler signed an order allowing for this program, but also "In the autumn of 1939, Adolf Hitler signed a secret authorization in order to protect participating physicians, medical staff, and administrators from prosecution."

Citation:

United States Holocaust Memorial Museum. "Online Exhibition — United States Holocaust Memorial Museum." Ushmm.org, 2018. <https://www.ushmm.org/information/exhibitions/online-exhibitions/special-focus/nazi-persecution-of-the-disabled>

4. [The Holocaust just got more shocking](#). Much of this updated evidence comes from the former Nazi archives that were released in 2000, and we can expect that the more scholars explore this evidence that the number may increase. Of the 42,500 camps and ghettos, six were killing centers; (note: I and others explain elsewhere in our [textbook](#) and more why Auschwitz and the five other centres, Belzec, Chelmo, Majdanek, Sobibor, Treblinka are now referred to as such rather than extermination or death camps; therefore Nazis had 42,494 camps and the six killing centres. The etymological change was conveyed to me by Dr. Elizabeth Baer at the ACLA conference at Georgetown University in March 2019. Dr. Baer and I were on a panel together, and she explained why the change was necessary. Instant message me for more details, but this is also covered in our textbook).

Courtesy of the USHMM (caution, graphic statistics):

#### The Six Killing Centers

- i. Auschwitz-Birkenau May 1940 – January 1945; 1.1-2.million killed (est.)
- ii. Belzec 17 March 1942 – end of June 1943; 600,000 killed
- iii. Sobibor, 16 May 1942 – 17 October 1943; 200-250,000 killed
- iv. Treblinka, 22 July 1942 – October 1943; 1,205,000 killed (est.)
- v. Chelmo, 8 December 1941 – March 1943; June 1944 – 18 January 1945; 300,000 killed (est.)
- vi. Majdanek, October 1, 1941 — July 22, 1944; 80,000 killed (est.)

In 2000, the Nazi War Criminal Records Interagency Working Group released 400,000 formerly classified documents that changed how scholars previously thought about the Holocaust, including the number of camps that the Nazis had set up; see: <https://www.archives.gov/iwg/declassified-records/rg-226-oss/rg-226-disclosure-act-documents.html> See also: [C.I.A. Said to Rebuff Congress on Nazi Files.pdf](#) (may take a moment to load)

#### Citations:

Jehl, Douglas. "C.I.A. Said to Rebuff Congress on Nazi Files." *The New York Times*, January 30, 2005.

Lichtblau, Eric. "The Holocaust Just Got More Shocking." *The New York Times*, March 1, 2013, sec. Sunday Review. <https://encyclopedia.ushmm.org/content/en/article/bystanders>

#### **Readings, films, and guides eleven:**

##### 1. [Bystanders](#)

#### Citation:

United States Holocaust Memorial Museum. "Bystanders." Ushmm.org, 2012. <https://encyclopedia.ushmm.org/content/en/article/bystanders>

##### 2a. [Upstanders: Chiune Sugihara](#)

Citation: Wolpe, David. "Opinion | The Japanese Man Who Saved 6,000 Jews With His Handwriting." *The New York Times*, October 15, 2018, sec. Opinion. <https://www.nytimes.com/2018/10/15/opinion/sugihara-moral-heroism-refugees.html>



## 2b. Sophie Scholl and the White Rose

Citation: Spitzer, Tanja. Sophie Scholl and the White Rose. The National World War Two Museum, 2020. <https://www.nationalww2museum.org/war/articles/sophie-scholl-and-white-rose>

## 2c. Non-Jewish rescuers in the Holocaust (read any one story of your choice).

Citation: Jewish Virtual Library, "Non-Jewish rescuers in the Holocaust." Jewish Virtual Library, 2021. <https://www.jewishvirtuallibrary.org/non-jewish-rescuers-in-the-holocaust>

2d. Master Sgt. Robbie Edmonds. Watch: [https://www.youtube.com/watch?v=TLOibATYB\\_A](https://www.youtube.com/watch?v=TLOibATYB_A) and [https://www.youtube.com/watch?v=\\_MoIAAoUP0c](https://www.youtube.com/watch?v=_MoIAAoUP0c) "We are all Jews here": U.S. soldier honored after leading revolt against the SS. Master Sgt Robbie Edmonds was one of around 1,000 soldiers taken to the Stalag IXA camp Ziegenhain, Germany, after the Battle of the Bulge (December 16, 1944 – January 25, 1945). The SS tried to sort the Jewish prisoners from everyone else, which would almost certainly end in their death. In recognition of his bravery, he has been awarded the highest honor by Israel's Holocaust memorial. But Edmonds ordered the entire contingent of 1,000 U.S. servicemen to join them, saying the Nazis had to kill all of them or none, declaring: 'We are all Jews here'. The SS official backed down; 200 Jewish soldiers stayed in captivity with the others until liberation." (citation: cite one of the two, or both videos, using [mybib.com](https://mybib.com))

## 3. Women of Valour (read any three biographies of your choice)

Citation: Vad Vashem. "Women of Valour." Yad Vashem.org, 2020. <https://vimeo.com/18633800>

4. Watch: [Children and the Holocaust](#) What did you learn about Children and the Holocaust? The *Kindertransport*? Please review this site before answering this question: [The Kindertransport Association](#)

Citation: BHEC. "The Children of the Holocaust." *Vimeo*, January 10, 2011. <https://vimeo.com/18633800>

Citation: The Kindertransport Association. "Kindertransport Association | History." [www.kindertransport.org](http://www.kindertransport.org), 2020. <https://www.softchalkcloud.com/lesson/serve/zubTJ7GVqdcSNP/html>

There were many people involved in the *Kindertransport*, and their names typically do not appear in larger studies of the Holocaust. The names below are just a few provided by Mike Levy; and from his official bio: Mike Levy is a researcher for the US Holocaust Memorial Museum and the Association for Jewish Refugees, an educator with the Holocaust Education Trust and Chair of The Harwich Kindertransport Memorial and Learning Trust. His book, *Get the Children Out*, is <https://lemonsoul.com/products/get-the-children-out> Here are some of the names of the brave women and men who saved thousands of children:

- Alan Sainsbury
- Bertha Bracey
- Frank Bond
- Hannah Karminski, worked with the League of Jewish women in Berlin, Germany, and always escorted children with the *Kindertransport*. She saved perhaps 7,000 Jewish children, and despite her friends begging her not to do so, she insisted in going back to Germany to try to save more children, and unfortunately, could not get out after 1 Sept 1939, and was murdered by the Nazis.
- Helen Bentwich

- Rabbi Solomon Schonfeld – had his own transports, saved mostly Orthodox Austrian children, perhaps around 700, but worked independently through his own connections establishing his own *Kindertransport*
- Stella Isaacs, Lady Reading

## 5. Female Perpetrators

From: Wendy Adele-Marie, *Women as Nazis*: Although women could be Nazi party members, they could not join elite sectors of the Nazi party. However, they could marry a Nazi official to gain authority or influence. Outside of marriage, female allegiance further manifested itself via employment as *Aufseherinnen* (female overseers, auxiliary guards) or in other positions found throughout different sectors of the camps. Conceivably, women working in the camps did so because this type of employment provided them with a sense of purpose and a feeling of unity against a common enemy. Countless women volunteered or applied for a position in the camps. These positions varied from secretaries to switchboard operators. However, many women were conscripted for work; conscripts had no choice else they were imprisoned. The camp structure allowed some women to be promoted to better positions (only within the constraints of the female hierarchy) and potentially, although this was not always the case, make more money than they could at other jobs. Women could also work in the camps as an *Aufseherin* (female overseer). Some were later promoted to *Oberaufseherin* (female head overseer) or assigned other ranks. Estimates on the number of *Aufseherinnen* vary; recent figures suggest that [Ravensbrück](#) trained up to four thousand women. Nazi records indicated that by January of 1945, over three thousand *Aufseherinnen* [female overseers, part of what was collectively known as the *SS-Helferinnen* the female SS helpers] worked at numerous camps (I know that links to a Wiki; I am cited there and I have made sure that page is appropriate). There were dozens of sub-camps just for female prisoners, who were then guarded by women. Let me know if you are interested in a free copy of my book cited below.

Citation: Adele-Marie, Wendy. *Women as Nazis: Female Perpetrators of the Holocaust*. Amazon Press, 2019.

## 6. Men and Women in the Holocaust

In many cases, the hardships that the Jews encountered under Nazi rule altered the traditional division of roles between men and women. Often Jewish men, especially in Poland, were targeted first – detained in concentration camps, assigned to forced labor, or even murdered. Accordingly, the men tended to emigrate or flee from areas under Nazi rule before the rest of the family, if the opportunity arose. Subsequently, women and children often remained their families' primary source of support. Jewish women found it easier, in some cases, to leave Jewish communities for it was harder for them to be identified as Jews. Jewish men were circumcised, thereby making them a target for Jewish identification. Within the reality of the concentration camps, the Nazis segregated prisoners according to gender and treated them separately. In all cases in the killing centres (formerly known as extermination camps), though they might have been healthy and strong, women were sent to their death if they had small children with them.

Citation: United States Holocaust Memorial Museum. "Men and Women in the Holocaust." Ushmm.org, 2019 (copy upon request)

## Discussion Unit Two

### **\*For the following Discussion Links\***

**Dear students, please note that not all of these questions will necessarily be assigned to you. The specific questions you should answer are listed in each discussion unit in D2L.**

**While all of these links are found within the discussion units, we also included them here for ease of use.**

### **Discussion Unit Two:**

Link for Question three: <https://www.archives.gov/press/press-releases/2004/nr04-55.html>

Links for Question six: Listen (and develop a short reaction statement to what you learned from the survivor's testimony) to any one podcast of your choice from

<https://www.ushmm.org/remember/holocaust-survivors/first-person-conversations-with-survivors/first-person> OR you can listen to one of the Apple podcasts from this website: [First Person Accounts of the Holocaust](#) OR you can watch any one of your choice of these online lectures (*caution*: graphic material presented/discussed):

<https://www.ushmm.org/research/opportunities-for-academics/lectures/online>

Link for Question 7a: From [www.ushmm.org](http://www.ushmm.org): "While it classified Jews as the priority "enemy," the Nazi ideological concept of race targeted other groups for persecution, imprisonment, and annihilation, including, but not limited to, [Roma](#), [people with disabilities](#), [Poles](#), [Soviet prisoners of war](#), and [Afro-Germans](#). The Nazis also identified [political dissidents](#), [Jehovah's Witnesses](#), [Gay men](#), and others. The Nazis also used the term [asocials](#). This was used, for example, for anyone that did not fit any of their other categories were asocial.

Link for Question 7b: <https://www.nationalww2museum.org/war/articles/felice-and-lilly-uneasy-berlin-love-story>

Link for Question 8: [Closed Borders: The Évian Conference](#)

Link for Question 9a: (*caution*: graphic and disturbing messages, images, and more) the film *The Dark History of the Gasoline Baths*: <https://www.youtube.com/watch?v=tkD6QfeRil8>

Link for Question 9b: [Remembering Rumbula](#)

Link for Question 9C: [Echoes of Memory](#)

Links for Question 10: [American Nazis in the 1930s](#): please read and comment on what you learned. To support your response, you can also watch an excerpt of the film *A Night at the Garden* here: <https://www.theatlantic.com/video/index/542499/marshall-curry-nazi-rally-madison-square-garden-1939/>

Links for Question 11: [Raul Hilberg](#) and [Without Hitler, would there have been a Holocaust?](#) by [Sir Ian Kershaw](#) and Link for Question 12: [The Wannsee Conference](#)

## **Unit Three and Four Content: Additional Required Readings, Films, and Guide: twelve**

### **Sources from pages 383-659 of “A History of the Holocaust A Guide for the Community College Student: The Second Edition:**

- Page 383- [Armed Resistance in Ghettos and Camps](#)
- Page 383- [Rescuers and Non-Jewish Resistance](#)
- Page 391- [Beating the Nazis at their Own Game](#)
- Page 392- [Abdol Hossein Sardari](#)
- Page 392- [Abdol Hossein Sardari saving Jews](#)
- Page 392- [Abdol Hossein Sardari \(Wikipedia\)](#)
- Page 393- [In the Lion's Shadow](#)
- Page 393- [Muslim Rescuers Guide](#)
- Page 393- [Swedish Muslim takes on Antisemitism](#)
- Page 393- [Siavosh Derakhti](#)
- Page 393- [A Story of How Muslims Rescued Jews During the Holocaust](#)
- Page 393- [The Iranian Schindler That Saved Thousands of Jews is Celebrated](#)
- Page 394- [Si Kaddour Benghabrit](#)
- Page 394- [Tolé Madna and Mima Saïna](#)
- Page 394- [Noor Inayat Khan](#)
- Page 394- [Muslims honour Jewish Holocaust victims at Auschwitz](#)
- Page 394- [Social Justice and Interfaith Dialogue by Dr. Hamid Slimi](#)
- Page 394- [Abdol Hossein Sardari and his friend Ibrahim Morady](#)

### **Additional Readings Sources**

#### **Readings, films. and guides twelve:**

##### 1. [Visual History of the Holocaust](#)

Citation: USC Shoah Foundation. “Visual History of the Holocaust.” USC Shoah Foundation, 2023. <https://sfi.usc.edu/collections/holocaust>

##### 2. [Holocaust denial and distortion](#)

Citation: USHMM. "Holocaust denial and distortion." USHMM.org, 2020. <https://www.ushmm.org/antisemitism/holocaust-denial-and-distortion>

##### 3. [Explaining Holocaust denial](#)

Citations: USHMM. "Explaining Holocaust denial." USHMM.org, 2020. <https://www.ushmm.org/antisemitism/holocaust-denial-and-distortion/explaining-holocaust-denial>

##### 4. [Combating Holocaust Denial and Distortion.](#)

Citation: International Holocaust Remembrance Alliance. "Explaining Holocaust Denial." IHRA, 2022. <https://www.holocaustremembrance.com/task-force-against-holocaust-denial-and-distortion>

### 5. Competitive Victimhood and Holocaust Distortion.

Citation: Rozett, Robert. "Competitive Victimhood and Holocaust Distortion." *Israel Journal of Foreign Affairs*, 2022. [10.1080/23739770.2022.2059740](https://doi.org/10.1080/23739770.2022.2059740)

### 6. Names of Righteous by Country

Citation: Yad Vashem. "Names of Righteous by Country." YadVashem.org, 2021. <https://www.yadvashem.org/righteous/statistics.html>

7. The Shoah Foundation video archive has 3,000 interviews with Holocaust survivors but a free account is needed for viewing: <http://tiny.cc/rwucvz>

Citation: "Insert title of video viewed." The Shoah Foundation. The Shoah Foundation, 2023. <http://tiny.cc/rwucvz>

8. USHMM video archive, which has over 81,000 testimonies, that include interviews with liberators; see:

[https://collections.ushmm.org/search/?f%5Brecord\\_type\\_facet%5D%5B%5D=Oral+History](https://collections.ushmm.org/search/?f%5Brecord_type_facet%5D%5B%5D=Oral+History)  
Citation: "Insert title of video viewed." United States Holocaust Memorial Museum. USHMM, 2023.  
[https://collections.ushmm.org/search/?f%5Brecord\\_type\\_facet%5D%5B%5D=Oral+History](https://collections.ushmm.org/search/?f%5Brecord_type_facet%5D%5B%5D=Oral+History)

## **Discussion Unit Three**

### **\*For the following Discussion Links\***

**Dear students, please note that not all of these questions will necessarily be assigned to you. The specific questions you should answer are listed in each discussion unit in D2L.**

**While all of these links are found within the discussion units, we also included them here for ease of use.**

### **Discussion Unit Three:**

Link for Question 1, part one [https://www.youtube.com/watch?v=MK\\_PMhgAGDk](https://www.youtube.com/watch?v=MK_PMhgAGDk)

Link for Question 1, part two <https://www.youtube.com/watch?v=PwrySjp4J9Q>

Link for Question 1, part three <https://www.youtube.com/watch?v=roamt0q7vQA>

Link for Question 4: <https://www.youtube.com/watch?v=LDvZl3jlvPI>

Links for Questions 5: <https://www.ushmm.org/wlc/en/article.php?ModuleId=10007094> and <http://www.jewishvirtuallibrary.org/immigration-and-refugee-policy-during-wwii-table-of-contents>

Links for Question 6a: <https://www.youtube.com/watch?v=TD-mSTOoYvs> and <http://www.bbc.com/culture/story/20160203-art-from-the-holocaust-the-stories-behind-the-images>

Link for Question 6b: <https://www.yadvashem.org/education/educational-materials/arts.html>

Links for Question 8: <https://jewishjournal.com/culture/arts/books/295945/north-africa-and-the-holocaust/> and <https://www.youtube.com/watch?v=G5X4h5K6ae0>

## **Discussion Unit Four**

**\*For the following Discussion Links\***

**Dear students, please note that not all of these questions will necessarily be assigned to you. The specific questions you should answer are listed in each discussion unit in D2L.**

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**Discussion Unit Four:**

Links for Question 1a: [Consequences: the Perils of Indifference](#) and [Choices](#) and [Elie Wiesel, Survivor of Auschwitz, speaks on indifference](#)

Links for question 2: [Liberation of Dachau](#) and [The Holocaust Chronicle: Philip Drell](#)

Link for Question 3: <http://rarehistoricalphotos.com/german-soldiers-forced-watch-footage-concentration-camps-1945/>

Link for Question 4: [Survivor Profiles](#) or [Yad Vashem](#) or [USHMM Archive](#)

Links for Question 5a: [Origins of Holocaust Denial](#)

Links for Question 5b: [An Explanation](#)

Links for Question 5d: [Deborah Lipstadt, Ph.D.](#) and [trailer for the film \*Denial\*](#) and Arthur Butz was an tenured Professor of Engineering at Northwestern (because he did his denial activities off-campus he could not be fired; you can read more about him here: [2006: <https://www.northwestern.edu/newscenter/stories/2006/02/bienen.html>] and [2013: <https://www.adl.org/sites/default/files/documents/assets/pdf/combating-hate/Arthur-Butz-Extremism-in-America.pdf>]) When working on this response, you may wish to review this link to the Foundation to Combat Antisemitism: <https://www.fcas.org/>

Links for Question 5e: [Why Confronting Holocaust Distortion and Denial Matters](#)